

ESEA FOR LEAS



Part Four: Creating the Continuous Improvement Plan

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COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
Academic Proficiency in Reading	<i>79% or more of all students in Grades 3-8 must attain reading proficiency or better during the 2011-2012 academic year.</i>	—	<ul style="list-style-type: none"> • <i>55% of students in Grades 3-8 attain reading proficiency.</i> <ul style="list-style-type: none"> ○ <i>20% of English Language Learners attain reading proficiency.</i> ○ <i>15% of students with disabilities attain reading proficiency.</i> ○ <i>30% of Free & Reduced Lunch Program students attain reading proficiency.</i> 	=	<i>Gap Analysis:</i> <ul style="list-style-type: none"> • <i>24% 3-8</i> • <i>59% ELL</i> • <i>64% disabled</i> • <i>49% F & L</i>

COMPREHENSIVE NEEDS ASSESSMENT

GOAL TOPIC	DESIRED RESULTS (What Should Be)	—	CURRENT RESULTS (What Is)	=	NEED (Basis of Goal)
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**WHAT EXACTLY ARE
THE ISSUES?**

**HOW DO WE ADDRESS
THE ISSUES
EFFECTIVELY?**

Strategies

- **Action Oriented:** Begins with a verb (e.g. implemented, utilized, etc.) so it is clear what is expected.
- **Goal Based:** Works toward achieving the SMART Goal.
- Scientifically Based Research methods that will meet the targeted assessment objective (AMO) of the goal.

Strategies

- **Staffing – Who will deliver the Title I services?**
- **Supplies – What Title I instructional supplies and materials are needed to ensure the strategy is implemented effectively?**
- **Professional Development – What kind of assistance and training will Title I staff need in order to implement the strategy AND use the instructional materials effectively?**

BUILDING YOUR BUDGET

ACADEMIC PROFICENCY IN READING						
SMART Goal						
Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		

ACADEMIC PROFICIENCY IN READING

SMART Goal

Reading proficiency of students in Grades 3-8 will increase from 57% to 65% or more based upon performance on the AIMS Reading Exam during the 2011-2012 academic year.

Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		

*Enter the **SMART** Goal for the Goal Topic.*

ACADEMIC PROFICIENCY IN READING

SMART Goal

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Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		
Implement pull-out program for reading intervention for students in grades 3-8.						

Write the strategy as an action statement.

Action Steps

Planning	This establishes the intent of the strategy to meet the goal.
Development	This details the process in which the strategy will be implemented as part of the schoolwide reform over the course of the designated academic year
Implementation	This identifies the different stages of the strategy over the course of the school year. This may consist of numerous stages and tasks.
Evaluation	This determines the effectiveness of the strategy and determines whether modification.
Responsible Person	This assigns responsibilities and duties to members of the school community.
Timeframe	This establishes the timeline when the steps and tasks related to the strategy will take place over the course of the academic year.

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			Begin	End		
Implement pull-out program for reading intervention for students in grades 3-8.						

List the steps for implementation.

ACADEMIC PROFICIENCY IN READING

SMART Goal

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Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		
Implement pull-out program for reading intervention for students in grades 3-8.	<ol style="list-style-type: none"> Analyze student performance on AIMS Reading exam. Rank order students for eligibility. Inform grade level teachers of Title I eligible students Provide professional development to teachers on school reading program. Implement reading program. Provide reading intervention 3 consecutive times a week to Title I students. Use benchmark testing to gauge student progress. Provide formative assessment quarterly to gauge student progress. Provide summative assessment per semester to gauge student achievement. Meet and confer with teacher/parents. 					

List the steps for implementation.

ACADEMIC PROFICIENCY IN READING

SMART Goal

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Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		
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Identify those responsible for implementing the action step.

SMART Goal	Reading proficiency of students in Grades 3-8 will increase from 57% to 65% or more based upon performance on the AIMS Reading Exam during the 2011-2012 academic year.					
Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		
Implement pull-out program for reading intervention for students in grades 3-8.	1. Analyze student performance on AIMS Reading exam.	Principal, Reading Specialist	May 2011	July 2011		
	2. Rank order students for eligibility.	Principal, Reading Specialist	July 2011	May 2011		
	3. Inform grade level teachers of Title I eligible students	Principal, Reading Specialist	August 2011	May 2011		
	4. Provide professional development to teachers on school reading program.	Reading Specialist	August 2011	May 2011		
	5. Implement Reading Program.	Staff	August 2011	May 2011		
	6. Provide reading intervention 3 consecutive times a week to Title I students.	Reading Specialist	August 2011	May 2011		
	7. Use benchmark testing to gauge student progress.	Staff	August 2011	May 2011		
	8. Provide formative assessment quarterly to gauge student progress.	Staff	August 2011	May 2011		
	9. Provide summative assessment per semester to gauge student achievement.	Staff	August 2011	May 2011		
	10. Meet and confer with teacher/parents.	Staff	August 2011	May 2011		

List the beginning and end dates for each action step.

ACADEMIC PROFICIENCY IN READING

SMART Goal

Reading proficiency of students in Grades 3-8 will increase from 57% to 65% or more based upon performance on the AIMS Reading Exam during the 2011-2012 academic year.

Strategy	Action Steps	Person Responsible	Timeline		Cost	Funding Source
			Begin	End		
Implement Reading Across the Curriculum in all core and elective classes.	1. Form a Reading Across the Curriculum committee.	Principal	May 2011	June 2011		
	2. Assign lead teachers.					
	3. Research comprehensive school reform models.	Committee	May 2011	June 2011		
	4. Select model.	Committee	May 2011	June 2011		
	5. Provide ongoing professional development.	Lead Teachers	July 2011 August 2011	July 2011 May 2012		
	6. Implement in the classroom.					
	7. Conduct quarterly meetings.					
	8. Provide technical assistance and mentoring	Staff	August 2011	May 2012		
	9. Evaluate progress.	Lead teachers	August 2011	May 2012		
		Committee	August 2011	May 2012		
			August 2011	May 2012		

List the beginning and end dates for each action step.

Continuous Improvement Plan Inside ALEAT

ALEAT – Arizona LEA Tracker

- Web based application to provide monitoring and consolidated plans.
- All corresponding documents for cycle monitoring must be uploaded to ALEAT.
- All goals, strategies, and action steps of the consolidated plan must be entered into ALEAT
- Eligibility and disbursement of federal funding is dependent upon completion of requirements within ALEAT.

ALEAT Process

- LEA must be registered through common logon.
- Invitation is given to LEA representative to access ALEAT.
- Cycle documents are uploaded based upon proscribed requirements.
- Goals, strategies, and action steps of the strategic plan are entered.
- All new schools with a Title I program begin at Cycle 0.

Questions about ALEAT

Tee Lambert

ALEAT Help Desk

Academic Achievement

Arizona Department of Education

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ESEA For LEAS

Developing a Title I TA Program, Part 2

Thursday, September 8, 2011
8 am – 12 pm

Homework

Design Title I Targeted Assistance Program
Complete Comprehensive Needs Assessment
Create SMART goals.
Choose strategies.
Plan action steps.

ESEA For LEAS

Developing a Title I TA Program, Part 2

Thursday, September 8, 2011
8 am – 12 pm

Objective

Enter the Title I Targeted Assistance plan into ALEAT.
Align strategies and action steps to budget.
Submit fiscal application.

ESEA For LEAS

Developing a Title I TA Program, Part 2

Thursday, September 8, 2011

8 am – 12 pm

Bring the following:

Title I Allocation for FY12

Title II Allocation for FY12

Student Achievement Data